

The National Center on Afterschool and Summer Enrichment (NCASE) has developed a number of resources focused on supporting school-age children's social and emotional learning (SEL) in out-of-school time. This publication is part of a series compiling NCASE resources on a particular theme for the benefit of state, territory, and tribal Lead Agencies and their designated networks. The goal is to promote professional development and capacity building.



NCASE RESOURCES ON SOCIAL AND EMOTIONAL LEARNING

Review these resources in preparation for discussion and planning.

Supporting Positive Social-Emotional Climates in Out-of-School Time – Part I

NCASE hosted a two-part webinar series highlighting promising practices that emerged from a 10-state professional learning group on social-emotional learning in out-of-school time (OST). The first webinar addressed adverse childhood experiences (ACEs); ACEs mitigation strategies, specifically, trauma-informed care and healing centered engagement; and culturally responsive practice.

Supporting Positive Social-Emotional Climates in Out-of-School Time Webinar – Part II

This webinar was the second in a two-part series, hosted by NCASE, on supporting positive social-emotional climates in OST. This interactive session included promising practices from a 10-state professional learning group on the following topics: state systems, partnerships, and funding; building staff capacity for improvement of social-emotional climates; and mental health consultation.



Questions for Reflection

Use these prompts to capture insights from the resources...

- › Why is social-emotional learning of particular relevance to the OST field?
- › What strategies and promising practices have been shown to support SEL in OST programs?
- › Amid the COVID-19 pandemic, how can the fields of ACEs, trauma-informed practice, and culturally responsive practice inform SEL efforts?



Action Steps

Consider what specific steps your organization can take...

- › What practices for supporting SEL already in place at your program can be deepened or extended in response to COVID-19 challenges?
- › What new partners can you engage to better serve children, families, and staff during the COVID-19 era?
- › What additional resources, such as professional development or funding, does your organization/program require to meet more acute SEL needs?

Strengthening Systems and Supports to Build Positive Social-Emotional Climates in Out-of-School Time

NCASE hosted a peer learning group on social-emotional learning in out-of-school time for 10 state teams. This brief highlights best practices that states learned about and shared related to the following: the connection of social-emotional learning to healthy development and success in school, work, and life; strengths-based, healing-centered, and culturally responsive social-emotional models that build on an understanding of ACEs and trauma-informed practice; evidence-based supports for building a positive social-emotional climate; and mental health for children and youth and mental health consultation.

School-Age Consumer Education Toolkit

The School-Age Consumer Education toolkit shares consumer education information, including state examples and resources, on the physical, social, and emotional health and development of school-age children and engagement efforts with their parents and families. In addition, the toolkit features a video that illustrates the importance of afterschool and summer care for families with data and details about the experiences of children served through federal subsidies.



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Afterschool and Summer Enrichment

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